RESEARCH REPORT SERIES

LSAC 2018 Skills Analysis Study:
Content Validity of the LSAT

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Executive Summary

The goal of the Law School Admission Council (LSAC) 2018 Skills Analysis Study is to identify the skills that law school faculty consider important for success in required law school courses. If certain tasks are required of all or most law school required courses, the skills involved in those tasks can be inferred to be essential to success in law school. This report provides evidence for assessing the validity of the current Law School Admission Test (LSAT), which will guide the development of new item types, item formats, and test specifications for future versions of the LSAT, including digital versions.

The skills analysis survey asked faculty who teach required law school courses to rate the importance of specific tasks to successful performance in those courses. The survey listed 70 law school tasks in 14 skill-related categories. The survey's importance ratings were "Highly Important," "Moderately Important," "Somewhat Important," or "Not Important/Not Applicable." Faculty respondents were also asked to describe additional tasks they considered important.

A total of 489 responses were received from law school faculty, representing 87 law schools; 94% of respondents reported that the survey covered "essentially all" or "most" of the tasks involved in successful performance in required law school courses.

Importance ratings for individual tasks were consistent with the LSAT content framework. With one exception, all 15 tasks that were rated "Highly Important" by at least 75% of respondents are skills that are currently assessed on the LSAT; the exception was "Allocating available time based on priorities," rated "Highly Important" by 78% of respondents.

Skill categories that received the lowest importance ratings are skills not present in the LSAT content framework (i.e., Using Software and Digital Devices and Quantitative Reasoning). Responses from faculty subgroups based on course level, content area specialization, tenure status, institution type (public vs. private), race/ethnicity, and gender were also compared, allowing comparison across different subgroups.

Introduction

The goal of the Law School Admission Council (LSAC) 2018 Skills Analysis Study is to provide empirical evidence for examining the content of the Law School Admission Test (LSAT). The survey used in this study is a successor to the 2003 skills analysis survey and was undertaken to provide a sound, empirical basis for determining whether curriculum changes that have occurred in required law school courses over the past 15 years have implications for the skills that a valid test for law school (JD) admission should assess. This research will help determine whether changes should be made to specifications for the content of the test. In addition, results from the survey can also inform the development of new products and services designed to support current law school students in developing skills important for their success in required courses.

Survey Methodology

The survey instrument was developed using a previous skills analysis survey (2003) as a guide. Additional tasks were added based on reviews by LSAC Assessments staff and an advisory group of law faculty experienced in the areas of legal education pedagogy, curricular reform, academic support, and bar preparation. The 2003 survey was informed by three key sources on legal education: the 1952 AALS *Statement of Association Policy on Pre-legal Education*; the 1996 *Preparation for Legal Education* report, developed by the Pre-Law Committee of the ABA Section of Legal Education and Admissions to the Bar; and the 1992 MacCrate Report, *Legal Education and Professional Development—An Educational Continuum.* In addition, a telephone survey and focus groups with law school faculty and students were conducted before the list of required tasks for the 2003 survey was finalized.

For the 2018 survey, LSAC Assessments staff members reviewed the task list from the 2003 survey and added new tasks related to technology use and quantitative reasoning, skills that some consider to be of increasing importance. In addition, some of the previously identified 57 task descriptions were edited for clarity. The draft list of tasks was then reviewed and revised based on feedback from the advisory group. The resulting survey consisted of 70 task descriptions grouped into 14 categories:

- Analyzing Legal Problems and Cases
- Communicating Orally
- Conducting Research
- Constructing Arguments
- Listening
- Normative Thinking
- Organizing and Synthesizing
- Quantitative Reasoning
- Reading
- Reasoning
- Using Software and Digital Devices
- Work Habits and Study Skills
- Working as Part of a Group and Interpersonally
- Writing

Input was sought from faculty who teach required courses; however, obtaining a sample presented challenges. While the 2017–2018 AALS Directory of Law Teachers (DLT) was available, there is considerable variation in the definition of "course" or "subject." Moreover, all data are self-reported, and for course or subject listings, individuals are limited to 5 choices out of a list of 90—and this information may not be up to date in any particular year. Therefore, to reach the relevant population, invitations were sent by email to deans of academic affairs at AALS member law schools and to all deans of LSAC member law schools in the United States. Deans were asked to forward the reusable anonymous link for the online survey to law school faculty who taught required courses (both first year and upper level). To address potential sampling or response bias, analyses of the skills data were carried out providing equal weight (e.g., senate weights) across first year content areas, as described below. The survey was administered over a 6-week period, between October 18, 2018, and November 30, 2018. Respondents were asked to rate the individual tasks on a 4-point scale:

1. Not Important/Not Applicable
2. Somewhat Important
3. Moderately Important
4. Highly Important

Sample of Schools Surveyed

A total of 489 faculty members who taught required courses responded, representing 87 law schools. More than half of respondents (58%) were at private institutions and 42% were at public institutions.

Survey respondents were nearly evenly split by gender, with 11% choosing not to self-identify (Table 1).

TABLE 1
Respondent gender (n = 489)

Gender	Percent	Count
Male	43%	212
Female	46%	225
Prefer not to respond	11%	52

Nearly three-quarters of respondents identified themselves as White, while 14% chose not to respond to this item (Table 2).

TABLE 2
Respondent race/ethnicity (n = 489). Note: Respondents could select more than one category, so the total exceeds 100%.

Race/Ethnicity	Percent	Count
White	73%	359
Black	6%	29
Asian	3%	17
Hispanic/Latino	3%	16
Other	2%	9
Prefer not to respond	14%	68

Respondents were asked to indicate whether they taught required courses and whether any of those courses were upper level courses (Table 3). Most respondents reported only teaching required first year courses, while 22% indicated that they taught both upper level and first year courses, for a total of 84% of respondents reporting that they taught first year courses.

TABLE 3
Level of required courses (n = 489)

Course Level	Percent	Count
First Year	62%	302
Upper Level	13%	63
Both	22%	107
Not Indicated	3%	17

Most respondents (73%) were tenured or on the tenure track (Table 4).

TABLE 4
Faculty tenure status (n = 488)

Tenure Status	Percent	Count
Tenured	61%	296
Tenure Track	12%	60
Not Tenured	25%	120
Not Indicated	2%	12

Respondents were asked to provide the names of the required courses they taught. Table 5 displays the percentage of respondents teaching courses by content area. The highest percentage reported teaching a course involving legal research, writing, and analysis. While this group is overrepresented in the data, weights were applied to equally represent the content areas (except for "Other")[1] in Table 5 when conducting skills analyses.

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[1] Because this category contained several different content areas, it was not weighted.

TABLE 5

Required course categories (n = 473)

Required Course Code	Percent	Count
Legal Research, Writing and Analysis	26%	124
Contracts	15%	70
Civil Procedure	14%	67
Torts	14%	65
Constitutional	12%	56
Criminal	12%	56
Property	12%	55
Professional Responsibility	9%	42
Professional Skills	7%	31
Evidence	5%	23
Other	8%	38

A subset of respondents reported teaching required upper level courses. Table 6 displays the percentage of respondents teaching upper level courses by content area.

TABLE 6

Upper level course categories (n = 173)

Upper Level Course Code	Percent	Count
Professional Responsibility	22%	38
Evidence	14%	25
Professional Skills	13%	23
Contracts	12%	21
Constitutional	12%	21
Legal Research and Writing	8%	14
Criminal	7%	12
Civil Procedure	2%	3
Other	26%	45

For both upper level and first year courses, the "Other" category included courses in remedies, tax law, family law, and trusts and estates. These categories had too few responses to be considered individually in analyses.

As Table 7 shows, all regions of the United States were represented. The most well represented regions were the South Central and Southeast regions at over 15% each. The South Central region includes Texas, Oklahoma, Arkansas, and Louisiana. The

Southeast includes South Carolina, Georgia, Florida, Alabama, Mississippi, and Puerto Rico.

TABLE 7

Respondents by region (n = 489)

Region	Percent	Count
South Central	18%	88
Southeast	17%	81
Midsouth	13%	64
Great Lakes	13%	63
Far West	12%	57
Northeast	9%	44
Northwest	6%	31
Midwest	6%	28
Mountain West	4%	21
New England	2%	12

Overall Task Analysis

Task Coverage

A preliminary analysis of the data showed uneven representation of respondents with respect to both geographic region and content area. As a result, we ran separate analyses using equal weightings across the levels of each factor and found both results very similar to the ordering of tasks from the unweighted sample. However, we judged that it was more desirable in reporting results that content specializations have equal influence. Consequently, content specializations are equally weighted in the results reported in this section.

As Table 8 shows, when asked whether the survey listed all tasks that were necessary for success in required law school courses, 94% of respondents indicated that the survey covered "essentially all" or "most" of the tasks important for success in required courses.

TABLE 8

Proportion of essential tasks included in the survey

Proportion of Essential Tasks	Percent	Count
Essentially All Tasks	44%	215
Most but Not All Tasks	50%	246
Some but Not Many Tasks	6%	27
Few if Any Tasks	0.1%	1

Most and Least Important Tasks in 2018

Ratings for individual tasks are summarized below and compared to ratings from the 2003 survey using the weighted proportion of respondents who rated tasks "Highly Important." Table 9 displays individual tasks that were rated "Highly Important" by at least 75% of respondents in 2018 and compares ratings from 2003 and 2018. The 15 tasks that were rated "Highly Important" by 75% of respondents in 2018 are displayed in green; the corresponding proportion of "Highly Important" ratings from the 2003 survey is displayed in blue. Two tasks ("Reading class materials" and "Writing with good organizational structure") did not appear as individual items in the 2003 survey, so they appear here with no comparison point in blue for 2003. The full ratings for all 2018 skills designated "Highly Important" are given in Appendix A. Appendix B contains all the tasks that were rated "Moderately Important" in 2018. Because most respondents taught first year courses, tasks that are relevant to first year students are most likely to be rated "Highly Important." Tasks rated "Moderately Important" may become more relevant as students progress through law school.

TABLE 9

Tasks rated "Highly Important" by at least 75% of respondents in 2018, with corresponding proportions from 2003

Task	2018	2003
Reading critically	92%	73%
Applying a statute to new facts	90%	78%
Identifying the statute operating in a case	89%	80%
Identifying the key facts in a case	86%	80%
Inductive reasoning	86%	69%
Reading class materials	85%	N/A
Organizing evidence into argument	84%	72%
Arguing logically and persuasively in writing	84%	73%
Deductive reasoning	83%	74%
Writing with good organizational structure	82%	N/A
Writing concisely and clearly	81%	66%
Interpreting statutes in relation to a case	80%	76%
Identifying the rule of law	79%	74%
Identifying the key points in lectures and class discussions	78%	65%
Allocating available time based on priorities	77%	53%

Respondents indicating that the survey did not list "essentially all" tasks were asked to write in the additional tasks they had in mind. Although many of the write-in suggestions were duplicates of tasks already covered in the survey, some new tasks were mentioned. Table 10 shows the percentage of respondents who mentioned tasks not already covered in the survey.

TABLE 10

Percentage of respondents suggesting additional tasks not listed in the survey (n = 489)

Additional Task	Percent	Count
Personal Qualities	7%	35
Professional Responsibility	6%	29
Responsibility for Learning	5%	25
Focus on Work	3%	17
Response to Criticism	3%	15
Wellness	3%	15
Practical Application	3%	14
Emotional Management	2%	12
Faculty Interaction	2%	10
Client Relations	1%	3

The majority of tasks that were least likely to be rated "Highly Important" concerned quantitative skills and using software and digital devices (Table 11).

TABLE 11

Tasks rated "Highly Important" by fewer than 25% of respondents in the 2018 survey

Task	Percent
Assessing theories unifying diverse areas of law	22%
Anticipating class questions	21%
Understanding basic financial statements	9%
Interpreting basic graphical representations	8%
Using tools for legal analytics	6%
Interpreting statistics	6%
Making calculations	6%
Interpreting and applying formulas	5%
Comparing quantities	5%
Basic algebra	4%
Using electronic spreadsheets	3%
Basic geometry	2%
Using social media for research	1%
Using statistical software packages	1%

2003/2018 Comparison

In an effort to understand how the importance of specific skills may have changed over the past 15 years, we compared ratings of individual tasks that were common to both surveys. Table 12 shows the tasks for which statistically significant differences were found in the proportion of each survey sample who rated tasks "Highly Important" on the 2003 and 2018 surveys.

TABLE 12
2003/2018 significant differences in tasks rated "Highly Important"

Task	2018 Rating	2003 Rating
Reading critically	92%	73%
Applying a statute to new facts	90%	78%
Identifying the statute operating in a case	89%	80%
Identifying the key facts in a case	86%	80%
Inductive reasoning	86%	69%
Arguing logically and persuasively in writing	84%	73%
Organizing evidence into argument	84%	72%
Deductive reasoning	83%	74%
Writing concisely and clearly	81%	66%
Identifying the key points in lectures and class discussions	78%	65%
Allocating available time based on priorities	77%	53%
Identifying academic goals/priorities	62%	47%
Editing or rewriting	60%	31%
Writing quickly and fluently	52%	42%
Using electronic databases such as LexisNexis	48%	22%
Using proper grammar, spelling, and citations	45%	38%
Distinguishing between what a person has and has not said	37%	55%
Identifying what is implicit in what a person has said	31%	44%
Contributing to a group assignment or discussion	27%	20%
Interpreting facts to support a conclusion	26%	42%
Comparing ethical/public policy issues	26%	47%
Assessing theories unifying diverse areas of law	22%	39%
Interpreting basic graphical representations	8%	1%
Interpreting statistics	6%	1%

For the most part, 2018 ratings were generally higher. Five tasks had lower ratings of importance in 2018: "Distinguishing between what a person has and has not said"; "Identifying what is implicit in what a person has said"; "Interpreting facts to support a

conclusion"; "Comparing ethical/public policy issues"; and "Assessing theories unifying diverse areas of law."

Of the complete listing of 46 tasks common to both surveys, only 14 received more "Highly Important" ratings in 2003 than in 2018, while the remainder were more likely to be judged "Highly Important" in 2018. The two tasks in the Work Habits category ("Allocating available time based on priorities" and "Identifying academic goals/priorities and the tasks necessary to achieve those goals") received substantially more "Highly Important" ratings, indicating a greater emphasis in 2018 on noncognitive factors. Core higher-order cognitive skills such as reading critically, inductive reasoning, and organizing evidence into arguments also received a greater proportion of "Highly Important" ratings in the 2018 survey. Exceptions to this trend include most tasks in the "Listening" category. The tasks with the greatest increase in "Highly Important" ratings between 2003 and 2018 were "Editing or rewriting" and "Using electronic databases such as LexisNexis and Westlaw." Appendix C contains all comparisons of "Highly Important" ratings between 2003 and 2018.

Subgroup Analyses

Course Level

Results reported in this section are based on the unweighted sample. A small number of tasks showed significant differences in the proportion of "Highly Important" ratings by the level of courses taught. As Table 13 shows, faculty who taught upper level courses were more likely to give "Highly Important" ratings to "Engaging in reasoning involving ethical principles" and tasks in the Quantitative Reasoning category. Faculty who taught upper level courses were *less* likely than others to give "Highly Important" ratings to "Applying a statute to new facts" and "Comparing patterns of reasoning."

TABLE 13

"Highly Important" ratings by course level

Category	Task	First Year (*n* = 302)	Upper Division (*n* = 63)	Both (*n* = 107)
Reasoning	Comparing patterns of reasoning*	58%	40%	52%
Analyzing Legal Problems and Cases	Applying a statute to new facts*	92%	83%	94%
Normative Thinking	Engaging in reasoning involving ethical principles*	32%	51%	36%
Using Software and Digital Devices	Using social media for research*	0%	5%	2%
Quantitative Reasoning	Making calculations**	3%	14%	6%
Quantitative Reasoning	Comparing quantities**	4%	13%	3%
Quantitative Reasoning	Interpreting and applying formulas*	3%	11%	6%

* $p < .05$. ** $p < .01$.

Content Areas

Ratings were also compared by the content areas that respondents reported teaching. The following charts (Tables 14–16) show significant differences in the proportion of "Highly Important" ratings between faculty teaching within four specific content areas and all other respondents. The charts are displayed only for tasks where differences were significant and where at least 50% of respondents in the specific course area rated the task as "Highly Important." See Appendix D for chi-square statistics and all other contrasts. Faculty in five content areas (Contracts/Business, Criminal, Evidence, Torts, and Other Content) each had significantly more "Highly Important" ratings on only a single task. For example, for those teaching Contracts/Business versus Other Content, the only significant difference was obtained in Writing Class Notes (56% versus 41%). In Table 14, the bars for Evidence and Torts are the same color because they represent the same task.

TABLE 14

Content areas with significantly different ratings on one task

Required Course Subject	Writing Class Notes*	Working Well in a Diverse Environment*	Countering Evidence Against One's Position*	Answering Class Questions About Unassigned Hypotheticals*
Contracts/Business (*n* = 70)	56%	N/A	N/A	N/A
All Others (*n* = 412)	41%	N/A	N/A	N/A
Criminal (*n* = 56)	N/A	68%	N/A	N/A
All Others (*n* = 426)	N/A	51%	N/A	N/A
Evidence (*n* = 23)	N/A	N/A	87%	N/A
All Others (*n* = 459)	N/A	N/A	67%	N/A
Torts (*n* = 65)	N/A	N/A	80%	N/A
All Others (*n* = 417)	N/A	N/A	66%	N/A
Other Content (*n* = 38)	N/A	N/A	N/A	50%
All Others (*n* = 444)	N/A	N/A	N/A	34%

* $p < .05$. ** $p < .01$.

Faculty in Professional Skills had significantly more "Highly Important" ratings on five tasks than all other content areas combined (Table 15).

TABLE 15
Significant differences in ratings by Professional Skills faculty

Task	Property (*n* = 31)	All Others (*n* = 451)
Writing with good organizational structure*	100%	83%
Writing concisely and clearly*	97%	80%
Using proper grammar, spelling, and citations*	68%	45%
Recognizing flaws in one's own writing and revising**	90%	64%
Editing or rewriting*	81%	61%

* $p < .05$. ** $p < .01$.

Legal Research, Writing, and Analysis faculty had significantly more "Highly Important" ratings for 20 tasks (Table 16).

TABLE 16

Significant differences in ratings by Legal Research, Writing, and Analysis faculty

Category	Task	Research, Writing and Analysis (*n* = 124)	All Others (*n* = 358)
Work Habits	Allocating available time based on priorities**	89%	74%
Work Habits	Self-monitoring progress**	76%	63%
Reasoning	Deductive reasoning*	90%	82%
Reasoning	Inductive reasoning*	94%	85%
Reasoning	Comparing patterns of reasoning*	63%	51%
Analyzing	Comparing a case with other cases**	85%	64%
Analyzing	Identifying the rule of law**	90%	78%
Analyzing	Applying a statute to new facts**	98%	89%
Writing	Writing with good organizational structure**	95%	80%
Writing	Writing concisely and clearly**	90%	78%
Writing	Arguing logically and persuasively in writing**	92%	82%
Writing	Using proper grammar, spelling, and citations**	64%	41%
Writing	Recognizing flaws in one's own writing and revising**	82%	60%
Writing	Editing or rewriting**	83%	55%
Listening	Identifying gaps in information*	61%	49%
Conducting Research	Using electronic databases such as LexisNexis and WestLaw**	73%	42%
Conducting Research	Judging the validity of research sources**	77%	48%
Conducting Research	Understanding primary/secondary sources**	85%	58%
Working in Groups or Interpersonally	Demonstrating cultural competence**	51%	37%
Working in Groups or Interpersonally	Working well in a diverse environment**	63%	49%

* *p* < .05. ** *p* < .01.

Public Versus Private Institutions

Ratings were also compared for faculty at public versus private law schools. Table 17 shows that where significant differences were found, faculty at private institutions were more likely to give "Highly Important" ratings.

TABLE 17
"Highly important" ratings by law school type: Public versus private

Task	Private (*n* = 286)	Public (*n* = 203)
Distinguishing public policy issues*	33%	23%
Engaging in reasoning involving public policy*	38%	29%
Comparing ethical/public policy issues*	29%	20%
Writing briefs and summaries**	31%	20%
Listing or describing facts in writing*	35%	25%
Distinguishing between what a person has and has not said**	43%	30%
Using tools for legal analytics*	8%	3%

* $p < .05$. ** $p < .01$.

Race/Ethnicity

Table 18 shows tasks with significant differences in the proportion of "Highly Important" ratings by race/ethnicity for tasks that were rated "Highly Important" by 50% of at least one subgroup. As Table 18 shows, Black and Hispanic respondents had generally larger proportions of "Highly Important" ratings for most of these tasks.

TABLE 18

"Highly Important" ratings by race/ethnicity

Task	Asian (*n* = 17)	Black (*n* = 29)	White (*n* = 353)	Hispanic (*n* = 16)	Not Indicated (*n* = 68)
Assessing theories unifying diverse areas of law*	24%	34%	18%	50%	24%
Engaging in reasoning involving public policy**	65%	55%	32%	25%	32%
Using electronic databases such as LexisNexis and WestLaw*	41%	66%	48%	38%	63%
Identifying common ground and identifying solutions*	53%	55%	31%	50%	26%
Demonstrating cultural competence**	53%	69%	37%	56%	38%
Working well in a diverse environment**	59%	90%	48%	69%	56%

* *p* < .05. ** *p* < .01.

Note: Respondents could select more than one race/ethnicity category.

Gender

Table 19 shows tasks with significant differences in the proportion of ratings by gender. Female respondents were more likely to rate all of these tasks "Highly Important."

TABLE 19

"Highly Important" ratings by gender

Task	Female (*n* = 225)	Male (*n* = 212)
Self-monitoring progress*	70%	59%
Comparing a case with other cases *	74%	63%
Applying a statute to new facts **	96%	86%
Engaging in reasoning involving ethical principles*	40%	30%
Engaging in reasoning involving public policy **	42%	25%
Comparing ethical/public policy issues *	29%	19%
Writing answers to exam questions *	69%	59%
Writing with good organizational structure **	88%	78%
Listing or describing facts in writing *	35%	25%
Using proper grammar, spelling, and citations **	56%	36%
Editing or rewriting *	68%	56%
Using electronic databases such as LexisNexis and WestLaw **	56%	41%
Judging the validity of research sources **	65%	43%
Understanding primary/secondary sources **	70%	58%
Contributing to a group assignment or discussion **	34%	21%
Identifying common ground and identifying solutions *	39%	29%
Demonstrating cultural competence **	52%	27%
Working well in a diverse environment **	63%	41%

* *p* < .05. ** *p* < .01.

As Tables 18 and 19 show, discrepancies by both race/ethnicity and gender exist for the tasks "Demonstrating cultural competence" and "Working well in a diverse environment."

Discussion

The goal of this study was to identify skills important for success in required law school courses. This information can be used to evaluate the content of the LSAT and to provide information about additional skills, currently not included in the test, that might be either added to the test or potentially used to design additional tools for use in conjunction with the LSAT, either for admission purposes or for supporting law students through law school. The ratings of tasks indicate that the skills assessed on the LSAT are all deemed important by faculty teaching required courses and that skills not included in the test, such as quantitative reasoning or using software and digital devices, are the least likely of the 70 tasks in the survey to be rated "Highly Important."

In Appendix E, a synopsis explains how the LSAT currently encompasses tasks on the survey rated "Highly Important." All 15 tasks most likely to be rated "Highly Important" are currently assessed by several different question types. The comparison of task ratings from the 2003 survey with the 2018 survey showed that the tasks listed in the Work Habits and Study Skills categories are much more likely to be considered highly important today than 15 years ago, likely the result of greater recognition in the legal education community of how important these skills are to successful completion of a law degree. Appendix F provides a copy of the survey instrument sent to law school faculty.

There were several interesting findings in the subgroup analysis. As noted above, race/ethnicity and gender differences were observed for the tasks "Demonstrating cultural competence" and "Working well in a diverse environment." In regard to gender differences, there were five tasks rated "Highly Important" by more than 50% of females and less than 50% of males in which statistically significant differences were observed: "Using proper grammar, spelling, and citations"; "Judging the validity of research studies"; "Using electronic databases such as LexisNexis and Westlaw"; "Demonstrating cultural competence"; and "Working well in a diverse environment." The emphasis on legal writing is probably due to the proportion of respondents teaching legal research, writing, and analysis. The large number of legal writing professors in the sample is somewhat predictable, not only because they tend to identify as teachers (and therefore spend time thinking about the questions we were asking), but also because they have smaller class sizes (due to the one-on-one teaching required for this specialty), which translates into relatively more faculty members in this content area than in some of the other specialties. So, for example, a school with three contracts professors might have six legal writing professors. However, it should be noted here that when task ratings were weighted equally by content area specialization, there was very little change in rank ordering of task importance.

Some differences were found between private and public institutions. Ethical and public policy issues were indicated as more important in private institutions as was distinguishing what a person has and has not said. However, the overall percentage of "Highly Important" ratings on these tasks was less than 50% for both types of institutions.

Table 10 shows several skills that faculty identified as important but that are not assessed by the LSAT. It is tempting to consider the idea of assessing those skills prior to law school admission, but many of these skills are ones that are developed during the law school experience and subsequent practice. Thus, it is important to keep in mind where in this trajectory these skills are developed sufficiently to be assessed by the LSAT. This is an appropriate topic for further research. Indeed, one major purpose

of such a study would also be to understand noncognitive skills in legal education as skills that are developed in much the same way that cognitive skills are developed over time.

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Appendix A

"Highly Important" Ratings for All Tasks Within the 14 Categories in the 2018 Survey

Category	Task	Percent
Work Habits	Identifying academic goals/priorities	64%
Work Habits	Allocating available time based on priorities	78%
Work Habits	Self-monitoring progress	66%
Reading	Reading class materials	85%
Reading	Reading large amounts	28%
Reading	Reading critically	93%
Reasoning	Deductive reasoning	84%
Reasoning	Inductive reasoning	87%
Reasoning	Identifying contradictions	63%
Reasoning	Comparing patterns of reasoning	54%
Constructing Arguments	Identifying the strongest evidence	70%
Constructing Arguments	Organizing evidence into argument	85%
Constructing Arguments	Countering evidence against one's position	68%
Constructing Arguments	Interpreting facts to support a conclusion	27%
Analyzing Legal Problems/Cases	Identifying the key facts in a case	87%
Analyzing Legal Problems/Cases	Identifying the statute operating in a case	90%
Analyzing Legal Problems/Cases	Interpreting statutes in relation to a case	81%
Analyzing Legal Problems/Cases	Evaluating positions in a case	73%
Analyzing Legal Problems/Cases	Comparing a case with other cases	69%
Analyzing Legal Problems/Cases	Identifying the rule of law	81%
Analyzing Legal Problems/Cases	Applying a statute to new facts	92%
Organizing/Synthesizing	Outlining a course for final exams	45%
Organizing/Synthesizing	Organizing legal principles into templates	38%
Organizing/Synthesizing	Assessing theories unifying diverse areas of law	22%
Organizing/Synthesizing	Managing ambiguity from multiple legal codes	41%
Normative Thinking	Distinguishing ethical from nonethical issues	32%
Normative Thinking	Engaging in reasoning involving ethical principles	36%
Normative Thinking	Distinguishing public policy issues	29%

Category	Task	Percent
Normative Thinking	Engaging in reasoning involving public policy	34%
Normative Thinking	Comparing ethical/public policy issues	26%
Writing	Writing class notes	43%
Writing	Writing briefs and summaries	27%
Writing	Writing answers to exam questions	64%
Writing	Writing with good organizational structure	84%
Writing	Writing concisely and clearly	81%
Writing	Writing quickly and fluently	51%
Writing	Listing or describing facts in writing	31%
Writing	Arguing logically and persuasively in writing	84%
Writing	Using proper grammar, spelling, and citations	47%
Writing	Recognizing flaws in one's own writing and revising	65%
Writing	Editing or rewriting	62%
Communicating Orally	Anticipating class questions	21%
Communicating Orally	Answering class questions about an assigned reading	44%
Communicating Orally	Answering class questions about unassigned hypotheticals	34%
Communicating Orally	Orally arguing for a position	33%
Listening	Identifying the key points in lectures and class discussions	78%
Listening	Distinguishing between what a person has and has not said	38%
Listening	Identifying what is implicit in what a person has said	32%
Listening	Identifying gaps in information	51%
Conducting Research	Using the law library and legal references	33%
Conducting Research	Using electronic databases such as LexisNexis	50%
Conducting Research	Judging the validity of research sources	55%
Conducting Research	Understanding primary/secondary sources	65%
Using Software/Digital Devices	Using social media for research	1%
Using Software/Digital Devices	Using electronic spreadsheets	3%
Using Software/Digital Devices	Using statistical software packages	1%
Using Software/Digital Devices	Using tools for legal analytics	6%

Category	Task	Percent
Quantitative Reasoning	Making calculations	5%
Quantitative Reasoning	Comparing quantities	5%
Quantitative Reasoning	Interpreting and applying formulas	5%
Quantitative Reasoning	Interpreting statistics	6%
Quantitative Reasoning	Interpreting basic graphical representations	8%
Quantitative Reasoning	Understanding basic financial statements	10%
Quantitative Reasoning	Basic algebra	4%
Quantitative Reasoning	Basic geometry	2%
Working in Group/Interpersonally	Contributing to a group assignment or discussion	28%
Working in Group/Interpersonally	Identifying issues in dispute in negotiations	32%
Working in Group/Interpersonally	Identifying common ground and identifying solutions	34%
Working in Group/Interpersonally	Demonstrating cultural competence	40%
Working in Group/Interpersonally	Working well in a diverse environment	53%

Appendix B

Proportion of "Moderately Important" Ratings for All Tasks in the 2018 Survey

Category	Task	Percent
Work Habits	Identifying academic goals/priorities	26%
Work Habits	Allocating available time based on priorities	20%
Work Habits	Self-monitoring progress	30%
Reading	Reading class materials	14%
Reading	Reading large amounts	37%
Reading	Reading critically	7%
Reasoning	Deductive reasoning	15%
Reasoning	Inductive reasoning	11%
Reasoning	Identifying contradictions	32%
Reasoning	Comparing patterns of reasoning	36%
Constructing Arguments	Identifying the strongest evidence	27%
Constructing Arguments	Organizing evidence into argument	14%
Constructing Arguments	Countering evidence against one's position	27%
Constructing Arguments	Interpreting facts to support a conclusion	49%
Analyzing Legal Problems/Cases	Identifying the key facts in a case	11%
Analyzing Legal Problems/Cases	Identifying the statute operating in a case	8%
Analyzing Legal Problems/Cases	Interpreting statutes in relation to a case	17%
Analyzing Legal Problems/Cases	Evaluating positions in a case	25%
Analyzing Legal Problems/Cases	Comparing a case with other cases	27%
Analyzing Legal Problems/Cases	Identifying the rule of law	16%
Analyzing Legal Problems/Cases	Applying a statute to new facts	7%
Organizing/Synthesizing	Outlining a course for final exams	39%
Organizing/Synthesizing	Organizing legal principles into templates	36%
Organizing/Synthesizing	Assessing theories unifying diverse areas of law	42%
Organizing/Synthesizing	Managing ambiguity from multiple legal codes	40%
Normative Thinking	Distinguishing ethical from nonethical issues	37%
Normative Thinking	Engaging in reasoning involving ethical principles	36%
Normative Thinking	Distinguishing public policy issues	47%
Normative Thinking	Engaging in reasoning involving public policy	45%

Category	Task	Percent
Writing	Writing class notes	40%
Writing	Writing briefs and summaries	43%
Writing	Writing answers to exam questions	26%
Writing	Writing with good organizational structure	14%
Writing	Writing concisely and clearly	16%
Writing	Writing quickly and fluently	37%
Writing	Listing or describing facts in writing	40%
Writing	Arguing logically and persuasively in writing	14%
Writing	Using proper grammar, spelling, and citations	35%
Writing	Recognizing flaws in one's own writing and revising	24%
Writing	Editing or rewriting	25%
Communicating Orally	Anticipating class questions	50%
Communicating Orally	Answering class questions about an assigned reading	40%
Communicating Orally	Answering class questions about unassigned hypotheticals	43%
Communicating Orally	Orally arguing for a position	43%
Listening	Identifying the key points in lectures and class discussions	18%
Listening	Distinguishing between what a person has and has not said	40%
Listening	Identifying what is implicit in what a person has said	45%
Listening	Identifying gaps in information	37%
Conducting Research	Using the law library and legal references	34%
Conducting Research	Using electronic databases such as LexisNexis	26%
Conducting Research	Judging the validity of research sources	23%
Conducting Research	Understanding primary/secondary sources	23%
Using Software/Digital Devices	Using social media for research	13%
Using Software/Digital Devices	Using electronic spreadsheets	14%
Using Software/Digital Devices	Using statistical software packages	8%
Using Software/Digital Devices	Using tools for legal analytics	14%
Quantitative Reasoning	Making calculations	16%
Quantitative Reasoning	Comparing quantities	15%
Quantitative Reasoning	Interpreting and applying formulas	16%

Category	Task	Percent
Quantitative Reasoning	Interpreting statistics	21%
Quantitative Reasoning	Interpreting basic graphical representations	24%
Quantitative Reasoning	Understanding basic financial statements	20%
Quantitative Reasoning	Basic algebra	13%
Quantitative Reasoning	Basic geometry	7%
Working in Group/Interpersonally	Contributing to a group assignment or discussion	40%
Working in Group/Interpersonally	Identifying issues in dispute in negotiations	30%
Working in Group/Interpersonally	Identifying common ground and identifying solutions	31%
Working in Group/Interpersonally	Demonstrating cultural competence	30%
Working in Group/Interpersonally	Working well in a diverse environment	27%

Appendix C

Proportion of "Highly Important" Ratings for All Tasks that Appear in Both the 2003 and 2018 Surveys

Category	Task	2018 Survey	2003 Survey
Work Habits	Identifying academic goals/priorities	64%	47%
Work Habits	Allocating available time based on priorities	78%	53%
Reading	Reading large amounts	28%	22%
Reading	Reading critically	93%	73%
Reasoning	Deductive reasoning	84%	74%
Reasoning	Inductive reasoning	87%	69%
Reasoning	Identifying contradictions	63%	66%
Reasoning	Comparing patterns of reasoning	54%	56%
Constructing Arguments	Identifying the strongest evidence	70%	72%
Constructing Arguments	Organizing evidence into argument	85%	72%
Constructing Arguments	Countering evidence against one's position	68%	63%
Constructing Arguments	Interpreting facts to support a conclusion	27%	42%
Analyzing Legal Problems and Cases	Identifying the key facts in a case	87%	80%
Analyzing Legal Problems and Cases	Identifying the statute operating in a case	90%	80%
Analyzing Legal Problems and Cases	Interpreting statutes in relation to a case	81%	76%
Analyzing Legal Problems and Cases	Evaluating positions in a case	73%	78%
Analyzing Legal Problems and Cases	Comparing a case with other cases	69%	71%
Analyzing Legal Problems and Cases	Identifying the rule of law	81%	74%
Analyzing Legal Problems and Cases	Applying a statute to new facts	92%	78%
Organizing and Synthesizing	Outlining a course for final exams	45%	43%
Organizing and Synthesizing	Assessing theories unifying diverse areas of law	22%	39%

Category	Task	2018 Survey	2003 Survey
Normative Thinking	Comparing ethical/public policy issues	26%	47%
Writing	Writing class notes	43%	36%
Writing	Writing briefs and summaries	27%	28%
Writing	Writing answers to exam questions	64%	56%
Writing	Writing concisely and clearly	81%	66%
Writing	Writing quickly and fluently	51%	42%
Writing	Listing or describing facts in writing	31%	36%
Writing	Arguing logically and persuasively in writing	84%	73%
Writing	Using proper grammar, spelling, and citations	47%	38%
Writing	Editing or rewriting	62%	31%
Communicating Orally	Answering class questions about an assigned reading	44%	40%
Communicating Orally	Answering class questions about unassigned hypotheticals	34%	32%
Communicating Orally	Orally arguing for a position	33%	41%
Listening	Identifying the key points in lectures and class discussions	78%	65%
Listening	Distinguishing between what a person has and has not said	38%	55%
Listening	Identifying what is implicit in what a person has said	32%	44%
Listening	Identifying gaps in information	51%	55%
Conducting Research	Using the law library and legal references	33%	28%
Conducting Research	Using electronic databases such as LexisNexis and WestLaw	50%	22%
Quantitative Reasoning	Making calculations	5%	3%
Quantitative Reasoning	Comparing quantities	5%	4%
Quantitative Reasoning	Interpreting and applying formulas	5%	4%
Quantitative Reasoning	Interpreting statistics	6%	1%
Quantitative Reasoning	Interpreting basic graphical representations	8%	1%
Working in Groups	Contributing to a group assignment or discussion	28%	20%

Appendix D

Chi Square (X^2) Statistics

Comparisons by Content Area

Course Content	Tasks	X^2	*p*-value
Contracts and Business	Writing class notes	5.44	.0196
Criminal Law	Working well in a diverse environment	5.84	.015
Evidence	Countering evidence against one's position	4.11	.042
Torts	Countering evidence against one's position	5.24	.022
Other	Answering class questions about unassigned hypotheticals	4.16	.041
Professional Skills	Writing with good organizational structure	6.39	.011
Professional Skills	Writing concisely and clearly	5.20	.022
Professional Skills	Using proper grammar, spelling, and citations	5.78	.016
Professional Skills	Recognizing flaws in one's own writing and revising	9.12	.002
Professional Skills	Editing or rewriting	4.67	.030
Research, Writing, and Analysis	Allocating available time based on priorities	11.14	<.001
Research, Writing, and Analysis	Self-monitoring progress	7.18	.007
Research, Writing, and Analysis	Deductive reasoning	4.93	.026
Research, Writing, and Analysis	Inductive reasoning	6.12	.013
Research, Writing, and Analysis	Comparing patterns of reasoning	4.91	.026
Research, Writing, and Analysis	Comparing a case with other cases	20.56	<.001
Research, Writing, and Analysis	Identifying the rule of law	8.00	.004
Research, Writing, and Analysis	Applying a statute to new facts	7.94	.004

Course Content	Tasks	X^2	p-value
Research, Writing, and Analysis	Writing with good organizational structure	15.83	<.001
Research, Writing, and Analysis	Writing concisely and clearly	7.37	.006
Research, Writing, and Analysis	Arguing logically and persuasively in writing	7.13	.007
Research, Writing, and Analysis	Using proper grammar, spelling, and citations	18.97	<.001
Research, Writing, and Analysis	Recognizing flaws in one's own writing and revising	21.07	<.001
Research, Writing, and Analysis	Editing or rewriting	30.25	<.001
Research, Writing, and Analysis	Identifying gaps in information	5.93	0.014
Research, Writing, and Analysis	Using electronic databases such as LexisNexis and Westlaw	35.24	<.001
Research, Writing, and Analysis	Judging the validity of research source	32.77	<.001
Research, Writing, and Analysis	Understanding primary/secondary sources	28.57	<.001
Research, Writing, and Analysis	Demonstrating cultural competence	7.73	.005
Research, Writing, and Analysis	Working well in a diverse environment	6.97	.008

Comparisons by Course Level

Tasks	x^2	p-value
Comparing patterns of reasoning	6.90	.031
Applying a statute to new facts	7.97	.018
Engaging in reasoning involving ethical principles	7.97	.018
Using social media for research	8.54	.013
Making calculations	12.54	.001
Comparing quantities	10.69	.004
Interpreting and applying formulas	7.00	.030

Comparisons by Public/Private

Tasks	x^2	p-value
Distinguishing public policy issues	5.67	.017
Engaging in reasoning involving public policy	3.99	.045
Comparing ethical/public policy issues	5.25	.021
Writing briefs and summaries	7.69	.005
Listing or describing facts in writing	5.58	.018
Distinguishing between what a person has and has not said	8.05	.004
Using tools for legal analytics	4.35	.037

Comparisons by Race/Ethnicity

Tasks	x^2	p-value
Assessing theories unifying diverse areas of law	12.86	.012
Engaging in reasoning involving public policy	14.11	.006
Using electronic databases such as LexisNexis and Westlaw	9.67	.046
Using social media for research	16.18	.002
Interpreting and applying formulas	9.64	.046
Identifying common ground and identifying solutions	13.12	.010
Demonstrating cultural competence	14.62	.005
Working well in a diverse environment	21.36	<.001

Comparisons by Gender

Tasks	x^2	*p-value*
Self-monitoring progress	6.06	.013
Comparing a case with other cases	5.66	.017
Applying a statute to new facts	14.43	<.001
Engaging in reasoning involving ethical principles	4.60	.031
Engaging in reasoning involving public policy	12.95	<.001
Comparing ethical/public policy issues	5.41	.019
Writing answers to exam questions	4.67	.030
Writing with good organizational structure	8.15	.004
Listing or describing facts in writing	4.79	.028
Using proper grammar, spelling, and citations	17.06	<.000
Editing or rewriting	6.54	.010
Using electronic databases such as LexisNexis and Westlaw	9.21	.002
Judging the validity of research sources	22.10	<.000
Understanding primary/secondary sources	7.07	.007
Contributing to a group assignment or discussion	9.88	.001
Identifying common ground and identifying solutions	4.31	.037
Demonstrating cultural competence	26.66	<.001
Working well in a diverse environment	20.46	<.001

Appendix E

Relation of Tasks Rated "Highly Important" on the 2018 Survey to Current LSAT Content

The LSAT has sections testing logical reasoning (LR), reading comprehension (RC), and analytical reasoning (AR). These sections are composed of multiple-choice questions, each of which requires the test taker to select the one option out of five given options that best answers the question. The LSAT also has a separate writing section in which test takers write an essay in response to a writing prompt (WP).

LR questions present a short passage and require the test taker to perform logical or critical reasoning tasks based on information or an argument present in the passage, such as the following: identify the conclusion of an argument; draw inferences from information presented; identify a principle operative in an argument; identify a flaw in an argument; identify an assumption that would suffice to complete an argument or is required to complete the argument; or assess the impact of additional information on an argument. The LR question type requires logical and critical *reasoning*, but critical *reading* of the stimulus and options is a precondition for the reasoning tasks. An LR passage may contain some extraneous information, and the order in which information is given and the way it is packaged into sentences is often driven by rhetorical concerns. So performing the reasoning task demanded by the question requires first identifying the argument or inference with which the question is concerned, and thus identifying the information in the passage that is pertinent to that argument or inference.

RC sections present longer passages and a set of questions based on each passage. The questions require test takers to perform tasks such as the following: identify the main point or primary purpose of the passage; recognize key points of the passage; identify the relationships among key points presented and how they are organized; draw inferences from information presented, or inferences about what the author is likely to believe; extend information presented to new contexts not mentioned in the passage; identify a principle that is operative in the passage; or identify the impact of new information on an argument presented. A set of RC questions may be based on a comparison of two shorter passages rather than on a single passage.

AR sections require test takers to reason about a rule-based system of entities and relations among those entities. A set of entities is introduced along with a set of constraints specifying a partial set of conditions that can or must hold among those entities. The test taker is required to deduce what further relations could hold—or must hold—among particular entities based on the given constraints.

The WP section describes a situation in which someone must choose a course of action based on two specified criteria. The choice is a binary choice between two options. The test taker must write an essay presenting an argument for the choice of one option over the other, based on the information and criteria given. There is no correct answer; the criteria and the options are designed so that a reasonable case could be constructed for either option. The writing task is timed.

Mapping Tasks Rated "Highly Important" on the Survey to LSAT Sections

1. **Reading critically**: Reading critically and interactively—asking questions, anticipating professors' questions, taking notes, and rereading.

    RC and LR—Critical reading of passages and options is the underlying point of all RC sets, and critical reading of the passages and options of LR questions is required for the reasoning task of those test items. For both RC and LR, selecting the best option among the ones presented, each of which might pertain to some point in a passage, independently requires critical reading of the passage and options.

2. **Applying a statute to new facts:** Applying a case, rule, principle, or statute to a new or hypothetical set of facts.

    LR—Some LR items present a principle and ask the test taker to identify an argument or situation that most closely corresponds to that principle.

    RC—Some RC items require applying a principle given in a passage to a new situation, or evaluating a given principle in the light of new information.

3. **Identifying the statute operating in a case:** Identifying the principle, rule of law, or statute operating in or applicable to a legal problem or case.

    LR—Some LR questions require test takers to identify a principle that underlies an argument in a passage.

    RC—One type of RC question asks test takers to identify a principle operative in a passage.

4. **Identifying the key facts in a case:** Identifying the key facts in a legal problem or case and the legal issues involved.

   LR—Performing the reasoning task of an LR item requires identifying what information in a passage is pertinent to the argument or inference with which the question is concerned.

   RC—Answering questions in an RC set requires test takers to identify, among all the facts presented in a passage, those that pertain to a given question.

5. **Inductive reasoning:** Generalizing or synthesizing principles or rules from relevantly similar cases.

   LR—Most of the inferences drawn and arguments evaluated in LR questions involve inductive reasoning.

   RC—A couple of RC question types require test takers to draw inferences from the contents of a passage, or from comparing two passages. These inferences are almost always instances of inductive reasoning about the author's beliefs, or about the material in a passage.

6. **Reading class materials:**

   WP—The WP section requires careful reading of the criteria and options presented in the prompt.

   LR, RC, and AR—All question-based LSAT sections require careful reading of a passage, the question, and the presented options in order to perform the reasoning and critical reading tasks required.

7. **Arguing logically and persuasively in writing:**

   WP—This is the main task in the writing section of the LSAT.

8. **Organizing evidence into argument:** Organizing evidence and reasons into a logically coherent argument for one's position.

   WP—The WP requires the test taker to extract pieces of information from the prompt, to reason about their impact on the decision between the available options, and then to assemble those reasons in writing as evidence in support of the decision they defend.

RC—Some RC questions require test takers to draw inferences from the contents of a passage, or from comparing two passages. This requires discerning what evidence is present in a passage and what conclusion that evidence points to.

LR—Some LR questions require the test taker to evaluate an argument in light of new information; this often requires reconstructing the argument with the new information as a premise.

9. **Deductive reasoning:** Deducing a conclusion (decision) from a legal rule, principle, or statute and a set of facts.

AR—Answering AR questions requires deducing information from given conditions.

LR—The inferences drawn and arguments evaluated in some LR items hinge on deductive reasoning.

10. **Writing with good organizational structure:**

WP—The writing passage shows evidence of the ability to create a well-organized essay.

11. **Writing concisely and clearly:**

WP—Since the writing task is timed, it favors writing concisely.

12. **Interpreting statutes in relation to a case:** Interpreting statutes or opinions in relation to a legal problem or case.

LR—One type of LR question asks the test taker to select a principle that most helps to justify the reasoning in an argument presented in a passage, or a principle that is illustrated in a situation described in a passage.

RC—One type of RC question asks the test taker to identify a principle operative in a passage.

13. **Identifying the rule of law:** Identifying the rule of law on which a legal decision is based.

LR—Some LR questions require test takers to identify a principle that underlies an argument in a passage.

RC—One type of RC question asks test takers to identify a principle operative in a passage.

14. **Allocating available time to tasks based on priorities:**

    Entire test—Since the LSAT is a timed test, with a fixed amount of time allotted to each section, test takers must allocate their time in each section. This means determining how much time to spend on each question, whether to dwell on a difficult question or skip it and return to it later, and whether to allow time—and if so, how much—to checking answers at the end.

15. **Identifying the key points in lectures and class discussions:**

    RC—Some RC questions specifically ask the test taker to identify the main point of a passage. Other RC questions require test takers to discern how the key points of a passage are organized within the passage or with respect to one another, and these require the test taker to identify the key points because the question doesn't say what they are.

    LR—Answering an LR question involves identifying key points in a passage that are pertinent to the argument or inference with which the question is concerned.

Mapping Sections of the LSAT to Tasks Rated "Highly Important" on the Survey

The Logical Reasoning section incorporates these tasks:

1. Reading critically
2. Applying a statute to new facts
3. Identifying the statute operating in a case
4. Identifying the key facts in a case
5. Inductive reasoning
6. Reading class materials
8. Organizing evidence into argument
9. Deductive reasoning
12. Interpreting statutes in relation to a case
13. Identifying the rule of law
14. Allocating available time to tasks based on priorities
15. Identifying the key points in lectures and class discussions

The Reading Comprehension section incorporates these tasks:

1. Reading critically
2. Applying a statute to new facts
3. Identifying the statute operating in a case
4. Identifying the key facts in a case
5. Inductive reasoning
6. Reading class materials
8. Organizing evidence into argument
12. Interpreting statutes in relation to a case
13. Identifying the rule of law
14. Allocating available time to tasks based on priorities
15. Identifying the key points in lectures and class discussions

The Analytical Reasoning section incorporates these tasks:

6. Reading class materials
9. Deductive reasoning
14. Allocating available time to tasks based on priorities

The Writing Prompt section incorporates these tasks:

6. Reading class materials
7. Arguing logically and persuasively in writing
8. Organizing evidence into argument
10. Writing with good organizational structure
11. Writing concisely and clearly
14. Allocating available time to tasks based on priorities

Appendix F

LSAC Survey of Tasks Required for Law School Performance

PART I

Instructions

The following survey is a critical piece of research LSAC is leading to align the skills necessary for students to succeed in law school with the questions we ask on the Law School Admission Test. Please answer each question by selecting the appropriate response. The asterisk indicates that the question can't be skipped. In Part IV below, please write any additional comments.

Work Habits and Study Skills

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Identifying academic goals and priorities and the tasks necessary to achieve those goals	○	○	○	○
Allocating available time to tasks based on priorities	○	○	○	○
Self-monitoring one's progress	○	○	○	○

Reading

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Reading class materials	○	○	○	○
Reading large amounts of dense material under time constraints	○	○	○	○
Reading critically and interactively—asking questions, anticipating professors' questions, taking notes, and rereading	○	○	○	○

Reasoning

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Deducing a conclusion (decision) from a legal rule, principle, or statute and a set of facts (deduction)	○	○	○	○
Generalizing or synthesizing principles or rules from relevantly similar cases (induction)	○	○	○	○
Identifying contradictions and fallacious or flawed reasoning	○	○	○	○
Identifying and comparing patterns of reasoning in different arguments	○	○	○	○

Constructing Arguments

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Identifying the strongest evidence or reasons for or against a position	○	○	○	○
Organizing evidence and reasons into a logically coherent argument for one's position	○	○	○	○
Effectively countering or rebutting the evidence or reasons against one's position	○	○	○	○
Interpreting or shading an incomplete or inconclusive set of facts to support a conclusion	○	○	○	○

Analyzing Legal Problems and Cases

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Identifying the key facts in a legal problem or case and the legal issues involved	O	O	O	O
Identifying the principle, rule of law, or statute operating in or applicable to a legal problem or case	O	O	O	O
Interpreting statutes or opinions in relation to a legal problem or case	O	O	O	O
Identifying and evaluating the arguments, claims, assumptions, or positions in a legal problem or case	O	O	O	O
Identifying the relevant similarities or differences between a legal problem or case and other legal problems or cases	O	O	O	O

Identifying the rule of law on which a legal decision is based (ratio decidendi)	○	○	○	○
Applying a case, rule, principle, or statute to a new or hypothetical set of facts	○	○	○	○

Organizing and Synthesizing

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Outlining a course for final exams, including identifying key cases and their facts, holdings, and principles	○	○	○	○
Organizing legal principles into templates for application to hypothetical facts on an exam	○	○	○	○
Identifying and assessing general theories that unify diverse areas of law	○	○	○	○
Handling incomplete, ambiguous, or apparently incompatible information, and managing ambiguity in case law presented by multiple legal codes that may apply to a given situation	○	○	○	○

Normative Thinking

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Identifying ethical issues and distinguishing them from non-ethical issues or mere matters of fact	○	○	○	○
Engaging in reasoning involving ethical principles	○	○	○	○
Identifying public policy issues and distinguishing them from non-policy issues or mere matters of fact	○	○	○	○
Engaging in reasoning involving public policy considerations	○	○	○	○
Comparing the weight of competing ethical principles or public policy considerations	○	○	○	○

Writing

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Writing class notes	O	O	O	O
Writing briefs and summaries of cases and legal problems	O	O	O	O
Writing answers to exam questions	O	O	O	O
Writing with good organizational structure	O	O	O	O
Writing concisely and clearly	O	O	O	O
Writing quickly and fluently under time pressure	O	O	O	O
Listing or describing facts in writing	O	O	O	O
Arguing logically and persuasively in writing	O	O	O	O
Using proper grammar, punctuation, and spelling, and properly citing sources	O	O	O	O

Recognizing flaws in one's own writing and revising accordingly	○	○	○	○
Editing or rewriting	○	○	○	○

Communicating Orally

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Anticipating questions that may be asked in class	O	O	O	O
Answering questions in class about the facts or analysis of an assigned reading	O	O	O	O
Answering questions in class about unassigned hypothetical cases	O	O	O	O
Orally arguing persuasively for a position	O	O	O	O

Listening

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Identifying the key points in lectures and class discussions	O	O	O	O
Distinguishing precisely between what a person has explicitly said and what that person has not said	O	O	O	O
Identifying what is implicit in what a person has said	O	O	O	O
Identifying gaps in information and formulating follow-up questions and responses	O	O	O	O

Conducting Research

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Using the law library and legal references to locate relevant sources of law	O	O	O	O
Using electronic databases such as LexisNexis and WestLaw	O	O	O	O
Judging the validity of research sources, including the results of online searches	O	O	O	O
Giving proper attention to whether a source is primary or secondary, binding or persuasive	O	O	O	O

Using Software and Digital Devices

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Using social media for research	○	○	○	○
Using electronic spreadsheets	○	○	○	○
Using statistical software packages	○	○	○	○
Using tools for legal analytics	○	○	○	○

Quantitative Reasoning

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Making calculations	O	O	O	O
Comparing quantities	O	O	O	O
Interpreting and applying formulas	O	O	O	O
Interpreting statistics	O	O	O	O
Interpreting basic graphical representations	O	O	O	O
Understanding basic financial statements	O	O	O	O
Basic algebra	O	O	O	O
Basic geometry	O	O	O	O

Working as Part of a Group and Interpersonally

Following is a list of tasks that might be involved in taking a required law school course. Based on your experience, please rate each task in terms of its importance to success in required law school courses by selecting the appropriate response to the right of the task. Please do not consider elective courses.*

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
Contributing to a group assignment, a discussion group for a class, or group exam preparation	○	○	○	○
Identifying issues in dispute in negotiations, conflict resolution, or arbitration	○	○	○	○
Identifying common ground among disputing parties, and identifying solutions or resolutions on which parties can be brought to agree	○	○	○	○
Demonstrating cultural competence	○	○	○	○
Working well in a diverse environment	○	○	○	○

PART II

Please select only one response below.

The tasks listed above _____ .*

    include essentially all the tasks necessary for success in required law school courses   O

    include most of the tasks necessary for success in required law school courses but do not include some other tasks involved in success in those courses   O

    include some of the tasks necessary for success in required law school courses but do not include many other tasks involved in success in those courses   O

    include few, if any, of the tasks necessary for success in required law school courses   O

PART III

In the left-hand column below, please write any tasks (one per box) not listed in Part I that, based on your experience, you believe are necessary for success in required law school courses. Please rate each of these additional tasks in terms of its importance to those courses by selecting the appropriate response to the right of the task. (Please select only one response per task.)

Tasks	Highly Important	Moderately Important	Somewhat Important	Not Important/ Not Applicable
	O	O	O	O
	O	O	O	O
	O	O	O	O
	O	O	O	O

Part IV

Please add any comments you may have regarding the tasks necessary for success in required law school courses.

Demographic Information (For statistical purposes only.)

Sex:*

    Male   O

    Female O

    I would prefer not to respond   O

How would you describe yourself using the following terms? (Select all that apply.)*

    Asian   ☐

    Black/African American   ☐

    Caucasian/White   ☐

    Hispanic/Latino   ☐

    Indigenous Canadian   ☐

    Native American/Alaskan Native   ☐

    Native Hawaiian or Other Pacific Islander   ☐

    Puerto Rican   ☐

    Other   ☐   (Please write a response in the text box.): _____

    I would prefer not to respond   ☐

Do you teach a required course?*

    Yes   O

    No   O

What required course(s) do you teach? (Please list.)*

_____

Are any of the required courses that you teach upper-level courses? (Please list.)*

_____

Do you teach in an academic support program?*

    Yes   O

    No   O

How many years have you been teaching law?*_____

What type of academic position do you hold (regular faculty or adjunct, tenured or not tenured)?* _____